



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879

VOL. IV

NEW YORK, APRIL 22, 1911

No. 24

The Classical Association of New England held its sixth annual meeting at The Phillips Exeter Academy, Exeter, N. H., on Friday and Saturday, March 31 and April 1. The meeting was a distinct success in every way. The attendance was large (at one session much over 100). All who attended were the guests of the Academy. The papers were worth while; they were besides well delivered and kept almost invariably within the time limit set, of twenty or twenty-five minutes. It had seemed to me in advance that the programme was too full, and that too little opportunity had been given for discussion, although several ten-minute periods had been set apart expressly for discussion. As a matter of fact such opportunities as had been arranged in advance for discussion were almost unanimously neglected by the members. The only papers calling forth discussion at all were papers dealing with methods of teaching.

It would appear that members of classical associations are much the same the country over. The Classical Association of the Middle West has tried for several years the plan of appointing some one to start discussion on each paper, but the plan has not been particularly successful. Discussion at the annual meetings of the American Philological Association is conspicuous by its absence. After our own annual meetings are over, the Secretary hears more or less expression of regret that so little opportunity was afforded for discussion. But the Secretary is convinced that in general there will be little discussion of informational papers or of papers which treat passages of authors or which deal with the authors themselves in any large way. We profess to be weary of papers on methods of teaching, yet they are the only papers which call forth remarks at all. At the meeting of our own Association at Princeton, on April 21-22, there will be fewer papers than at any previous session, and there ought to be plenty of time to discuss those papers. The actual experiences of the meeting will be noted with interest.

Professor John C. Rolfe, of the University of Pennsylvania, was present as Delegate from The Classical Association of the Atlantic States, and Professor Gordon J. Laing, of the University of Chicago, as Delegate from The Classical Association of the Middle West and South, to convey to The New England Association the greetings of the Associations represented by them.

Among the papers presented several were of much interest. One by Professor H. D. Wild, of Williams College, entitled *Minerva Mechanica* was a protest, very interestingly expressed, against the laying of too much emphasis at meetings on discussion of methods of teaching. The author held that before method should and must come knowledge of the subject-matter, and that more time should be devoted by teachers themselves to the reading of the classical authors. He protested also against elaborate annotation of school and college texts, holding that the teacher should in fact teach, not hear lessons, and so convey information as needed to his class. The paper will be published in full in *The Classical Journal*. It was none the less interesting because the author was unaware that it was illogical in two particulars. In the first place, in reading a paper protesting against the large rôle played on programmes by papers on method, Professor Wild was himself reading a paper on method. Secondly, he argued that boys should not be obliged to study quantities of notes to be quizzed on those notes. But, assuming that the instructor teaches, as Professor Wild urges, how is he to make sure that his students appropriate what he teaches them? Must he not quiz them on his own teaching? If so, must they not learn what he has sought to teach them? Again, which is easier for the student? to study from a printed page, which he may con over and over if he will, or to study from his recollections of his teacher's words or the notes he takes of those words? Professor S. S. Seward, Jr., of Leland Stanford University, has been so impressed with the inability of our students to take notes properly that he has prepared a little manual called *Note-Taking* (Allyn and Bacon) to help them in that important task. Every teacher of experience knows, from sad blunders on examination papers, how imperfectly his pupils appropriate his wise sayings, even if he states them clearly and enunciates them distinctly. It is the misfortune of all ardent souls that in seeking to avoid one extreme they are apt to fall into another. The real difficulty with notes lies not per se in the quantity of the notes in a book, but rather in the fact that in so many cases the student, after working through the quantity, finds so little suited to his needs.

Principal F. S. Libby, of Berlin, N. H., gave a most animated and interesting paper on the theme *How I teach Latin*, the best exposition of the prac-

tical use of the oral method I have heard. Mr. Libby has promised to write a paper on this subject, for publication early in Volume 5 of *THE CLASSICAL WEEKLY*.

Other interesting papers were Three Latin Students' Songs, by Professor C. B. Randolph, of Clark College, a discussion of the history of *Integer Vitae, Gaudeamus Igitur*, and *Lauriger Horatius* as Students' songs; a masterly paper by Professor Smyth on Homer; *Classic Myths in Renaissance Art*, by Dr. C. R. Post, of Harvard University, a most illuminating proof of the thesis that the artists of the Renaissance owed their knowledge of classical myths to study of Latin, not to study of Greek literature; *Problems of Translation*, by Rev. T. C. Williams of Boston, author of an excellent translation of the *Aeneid* (Houghton Mifflin Co., 1908). Mr. Williams read his new translation of the first Eclogue of Vergil.

On motion of Professor John C. Kirtland, of Phillips Exeter Academy, resolutions were adopted expressing the conviction of The Classical Association of New England that the interests of Classics in the United States will be best advanced if a closer federation shall be established of The Classical Association of the Middle West and South, The Classical Association of the Atlantic States, and the Classical Association of New England, each Association to retain intact its autonomy and to continue its annual meetings; the resolutions further suggested that as a means toward the accomplishment of this federation a council might be established, in which the three Associations should be equally represented, to which might be referred at once any matters affecting Classics on which national action would be valuable to the general cause.

The Classical Association of New England is to be congratulated upon this meeting, the best of the three I have attended. It was well attended, well conducted, and there was throughout, with hardly an exception, a spirit of healthy optimism, due not to blindness to existing conditions, but to readiness to face with courage and hope conditions as they are.

C. K.

ROBERT HERRICK: THE ENGLISH HORACE

(Concluded from page 181)

There are certain recurrent themes in Herrick's poetry whose treatment shows particular Horatian influence. These appear in his poems on poetry itself, poems on a type of man who may be called the Stoic hero, Epicurean verses, poems on a simple life in the country. Herrick's poems on poetry are To his Booke, on his Pillar of Fame and to his readers. One of the most striking, To his Booke¹, is very like in spirit to Horace Epp. 1.20. In each case the book is personified as a wanton girl who has lost her modesty on publication, who longs for publicity, and who now is resigned to her fate by

the poet. In another poem², Herrick fears for his book the fate of being used as wrapping paper by the grocers, just as Horace in Epp. 2.1 at the end fears lest he be borne to the street which deals out incense and perfumes and pepper and everything that is wrapped in worthless manuscripts. Quotations from Horace's *Ars Poetica* occur in three passages. Herrick's To the generous Reader reflects several lines of the *Ars Poetica*—on the need of overlooking small faults³ and on the fact that Homer even is known to nod⁴.

See, and not see; and if thou chance t'espie
Some aberrations in my Poetry,
Wink at small faults, the greater, ne'rtheless
Hide, and with them, their Father's nakedness.
Let's do our best, our Watch and Ward to keep:
Homer himself, in a long work, may sleep⁵.

A couplet entitled Parcell-gil't-Poetry again quotes the *Ars Poetica*:

Let's strive to be the best; the Gods, we know it,
Pillars and men, hate an indifferent poet⁶.

Also a poem on Master Fletchers Incomparable Playes describes their value in Horace's own terms:

O Volume worthy, leafe by leafe, and cover,
To be with juice of Cedar wash't all over⁷.

Lastly, Herrick's Pillar of Fame begins with Horace's words for his own *monumentum*:

Fames pillar here at last, we set,
Out-during Marble, Brasse, or Jet⁸.

Herrick's poems on what I have called the Stoic hero have no such pagan titles; yet his Christian Militant is that Horatian type "prepar'd against all ills to come" and "made up all of rocke and oake". It is the same hero who appears in Herrick's Desired.

Give me a man that is not dull,
When all the world with rifts is full:
But unamaz'd dares clearly sing,
Whenas the roof's a 'tottering:
And, though it falls, continues still
Tickling the Citterne with his quill⁹.

The fourth line of this verse seems to echo Horace C. 3.3, while another short poem called Purposes is almost a translation of the same Ode:

No wrath of Men, or rage of Seas
Can shake a just man's purposes:
No threats of Tyrants, or the grim
Visage of them can alter him;
But what he doth at first intend,
That he holds firmly to the end¹⁰.

Herrick's Good Precepts or Counsel bestowed upon this hero quotes three lines from Horace:

In all thy need, be thou possesst
Still with a well-prepared brest:
Nor let the shackles make thee sad;
Thou canst but have what others had.
And this for comfort thou must know,
Times that are ill won't still be so.
Clouds will not ever poure down raine;
A sullen day will clere again.
First, peales of Thunder we must heare,
Then Lutes and Harpes shall stroke the
eare¹¹.

¹ 3.8.

² 2.290.

³ 1.53.

⁴ 3.88; C. 3.30.

⁵ 3.50.

⁶ 3.46; Epp. 2.3-372-373.

⁷ 3.110; Epp. 2.3-331-332.

⁸ 3.30.

⁹ 3.50.

¹⁰ 2.188.

¹¹ 2.242.